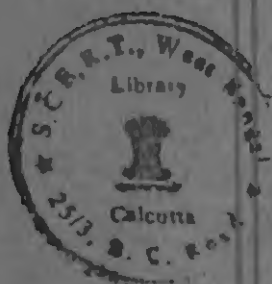


# HANDBOOK for CAREER MASTERS



DIRECTORATE OF EXTENSION PROGRAMMES FOR  
SECONDARY EDUCATION

(National Council of Educational Research and Training)  
NEW DELHI

# HAND-BOOK

FOR

# CAREER MASTERS

Prepared by the

BUREAU OF EDUCATIONAL AND VOCATIONAL GUIDANCE  
DEPARTMENT OF PUBLIC INSTRUCTION  
MYSORE, BANGALORE



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## FOREWORD

One of the most essential requirements of any worthwhile programme of educational and vocational guidance for secondary schools is the provision of relevant educational and occupational information. This service is generally handled by career masters because secondary schools, by and large, do not have, today, trained guidance workers on their staffs. It will take some time before we can afford to have trained guidance personnel on the staff of all secondary schools in the country. For the time being we have to be satisfied with career masters who will bring to the notice of pupils the various occupations that exist in our country and the training programmes that are necessary for entry into those occupations. The present handbook gives all the guidance that career masters need in the performance of their duties.

The handbook has been prepared by the State Bureau of Educational and Vocational Guidance, Mysore State. Our thanks are due to Shri Deve Gowda, Director of Public Instruction, Mysore State, Srimati B. V. Madgeri, Srimati Akhtarunnisa Begam and Shri K. P. Surendranath, of the Bureau and to Mr. John G. Odgers, Member of Ohio State University Team, and Mr McKelvie, Fulbright Scholar, who were attached to the Directorate of Extension Programmes for Secondary Education. Messers Odgers and McKelvie rendered very valuable assistance as consultants in the preparation of the handbook. The handbook was discussed and approved at the All India Workshop on Guidance



(iv)

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It is hoped that the suggestions contained in the handbook will prove useful to the large number of career masters who are working in our secondary schools. The implementation of the suggestions should not only make the work of career masters more effective, but should also open up new and rich avenues for the advance of this important educational enterprise.

T.K.N. Menon

Delhi, October 1962.

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## INTRODUCTION

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One of our richest resources today is the human resource. But, unfortunately, in our country we have not been able to make full use of this very important resource. In fact the proper utilisation of this resource implies provision of more and more educational facilities to people at large. It also implies that our education programmes be planned properly to meet the country's manpower needs. It is surprising indeed that while on the one hand, there is an increasing shortage of trained technical and professional personnel, there is, on the other, an increase in the number of educated unemployed.

To meet this twin problem of educated unemployed and the shortage of trained technical and professional personnel it seems that a number of changes have to be brought about in the educational system, particularly at the secondary level. A start has already been made in this direction. One of the significant changes that has taken place in the secondary education system during recent years is the introduction of the Higher Secondary system which provides diversified courses of study for pupils and thus enables them to work according to their abilities, aptitudes and interests.

But it should be realized that mere introduction of the diversified courses of study will not solve the problem. Every pupil, if he is to benefit from the diversified curriculum, has to be made fully aware of his own potentialities and the educational and occupational opportunities available to him. Another serious problem at present is the educational aimlessness of most of our high school pupils and college students. If the educational aims and the vocational implications of various courses are brought home to pupils they will perhaps have a



clearer and a better sense of purpose and direction. In order to deal with these various problems effectively, which are equally important from the individual as well as the social point of view, our schools will have to have an effective guidance programme. More specifically, they will have to introduce some kind of occupational information service which will solve many of the educational, vocational and personal problems which the individual pupil faces due to lack of adequate occupational information when he leaves school.

Many pupils choose electives and aspire for occupations for which they are not fit. These wrong choices are in most cases due to lack of adequate information or misinformation. It is satisfying to note that several states in India have now introduced career information service in schools with the help of trained career masters.

In order to assist the career masters in their career information programme a handbook such as this may prove useful. It has been prepared with a view to giving them practical suggestions with regard to their work.



## THE CAREER MASTER'S WORK

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The main work of the career master in the secondary school is to operate an Information Service, which includes duties and responsibilities listed later in this chapter. He is to supply information regarding training courses, scholarships, job-opportunities, etc. It is, however, not his job to counsel pupils. The school counsellor should attend to that. If a pupil expresses his desire for counselling or appears to be in need of counselling, the career master should refer such a pupil to the school counsellor. If the school does not have a counsellor, he should refer him to a Child Guidance Clinic, the State Guidance Bureau or one of the regional sub-bureaux, if it is within easy reach of the pupil. He should, therefore, be well acquainted with all such facilities available in his area. He should also be able to assess correctly the services provided by them.

In operating the Career Informative Service the career master would do well to have individual discussions with pupils and their parents. In fact, he should encourage pupils as well as their parents and guardians to come for individual discussions. In doing so, he should always remember that his job is to provide them sufficient understanding of the various opportunities in an objective way so that they can plan their future more realistically.

An area in which the career master needs to exercise great caution is in regard to psychological tests. As the three-week course for career masters does not provide any training in the administration and interpretation of psychological tests, the career master is better advised not to make any use of tests. But he is certainly expected to make use of pupils' cumulative record cards.

It may be mentioned here that it is not the responsibility of the career master to maintain the cumulative record cards of all pupils. That is the responsibility of the class teacher. But if the career master happens to be a class teacher also, then he has to maintain the cumulative record cards for his class. The career master is also not expected to fill in all the record cards or even to guide other teachers in filling them. It is the responsibility of the head of the school to guide the teachers concerned in filling in and maintaining cumulative record cards effectively.

The information provided in the cumulative record cards, however, will be of use to the career master when he discusses with pupils their educational and occupational needs and future plans. Consideration of height, weight, vision etc., for instance, may rule out certain occupations for certain pupils. Further, the information will be helpful in referring problem pupils to the proper agencies for further guidance. Moreover, on the basis of the information in the record cards the career master will be able to assist pupils in making more appropriate choice of electives, improve his study habits and plan his future vocation better.

Needless to mention that the career master should always try to assess the information given in the record card for objectivity before making unquestioned use of it.

### **Planning the Year's Programme**

Just as a school time-table helps in the smooth functioning of classroom activities, a work schedule for guidance would be helpful to the career master in planning his programme of work in the school. For this reason he should do his planning well in advance, much before the start of the school year. It is desirable that the guidance time-table for the next academic year be drawn up at the close of the school year, *i.e.*, just before the summer vacation. This would allow the career master a good deal of time for adequate preparation. During the vacation, he could contact professional

and business leaders, explain the guidance programme to them and request them to give career talks. He could also fix visits to industries and training-cum-educational institutions by making personal contacts with the authorities. He could preview films and filmstrips and select those which would be useful to him in his guidance work. Once the school year starts, the career master will have very little time to spare for such things because of his heavy teaching load. During the vacations he can organise and enrich his Career Information Centre. It will be necessary for him to write to various agencies and secure the required material like monographs, career pamphlets and posters etc. for the dissemination of educational and occupational information.

In drawing up the programme, the career master should consult the headmaster, his colleagues and the school guidance committee. He should find out how many class-periods will be available to him for his guidance activities. As far as possible, he should utilize the allotted periods for class talks and make use of the afternoon interval or some after-school hours for individual discussions with pupils and parents. He should also provide time for showing pupils guidance films and filmstrips. These may supplement the information given in the career talks. He should try to arrange for visits to industries and educational-cum-training institutions in such a way that the normal school work is not disturbed.

If the career master wants his programme to be really beneficial to students, he must work to get the maximum amount of cooperation from parents. The need and methods for securing parental cooperation have been discussed in detail in chapter III. Here it is sufficient to say that the career master should arrange a number of group meetings which will involve active participation of parents.

Every career master should make provision for at least one meeting with parents of pupils of standard X and XI, preferably at the beginning of the school year, and another with parents of pupils of standard VIII towards the end of the



school year. He should fix the dates in consultation with the headmaster and teachers of the various electives so that they could be present at the meetings. This would ensure co-operation on the part of the school personnel and better participation of pupils and parents.

The actual number of activities that a career master will be able to organise for a given class will depend upon the time available to both the pupils and the career master to be together. Assuming that he has about 20 class-periods during the whole year for educational and vocational guidance of the secondary school leavers a suggested list of topics is given below, which the career master could adapt to suit his own requirements :

1. Need for educational and vocational planning.
2. Factors to be considered in choosing one's career.
3. Courses leading to university degrees.
4. Courses leading to diplomas or certificates.
5. Apprentice schemes, both in the public and private sectors, for secondary school leavers.
6. Sources of financial aid to students (scholarships, loans, part-time jobs, etc.).
7. "Create your own job" (facilities offered by the Small Scale Industries, Khadi and Village Industries, etc.).
8. Government services—scope of employment, methods of recruitment, etc.
9. Careers in medicine and allied fields—including nursing, dentistry, occupational therapy, physiotherapy, etc.
10. Careers in the Defence Services (Army, Navy, Air-Force).
11. Careers in the Railways.
12. Careers in the field of Commerce.
13. Careers in Engineering and Technology.
14. Careers in Fine Arts.
15. Careers in Agriculture and allied fields.
16. Teaching as a career.

17. Role of Employment Exchanges in the placement of youth.
18. Looking for a job—where to look for, how to apply, etc.
19. How to take an Interview.
20. Improving one's prospects.

If the career master is working in a girls' school, the above outline for group talks should be modified to include occupations suitable for women like teaching, social work, nursing or such jobs as those of the typist, stenographer, receptionist and sales-girl. Other interesting occupations for women would be those of the air-hostess, tourist guide, librarian and window dresser. In organizing visits this point also has to be borne in mind.

#### *Guidance Work in Class VIII*

As for standard VIII, a few orientation talks may be given towards the end of the school year. The purpose here would be to make the pupils aware of the need for a proper choice of electives in standard IX. For a general understanding of the nature of the electives, he should organise a few more talks on specific electives offered in the school. One or two visits to local industries and a couple of film shows could also be arranged for pupils of standard VIII.

The actual amount of guidance work to be undertaken by the career master will vary from school to school depending on the facilities available to him. However, every career master should aim at carrying out at least a minimum programme. If regular class-periods are not available to a career master, he would do well to organise one or two career conferences during the year.

If circumstances permit, he should also visit the feeder schools and give an orientation talk to pupils of standard VII to acquaint them with the conditions in the new school. Alternatively, he could organise the orientation programme for newcomers to his school at the beginning of the school year.

## **A List of Duties and Responsibilities of the Career Master**

1. Organizing the school guidance committee.
2. Setting up an educational and occupational information centre in the school.
3. Giving orientation talks to pupils regarding guidance services available in the school.
4. Orientating class VIII pupils and their parents with regard to the electives available in the secondary school.
5. Orientation of pupils of classes X and XI with regard to university and non-university courses, apprenticeship schemes, etc.
6. Collecting and displaying educational and occupational information.
7. Disseminating occupational and educational information through talks, group discussions, film-shows, etc.
8. Notifying employment opportunities available to high school pupils.
9. Preparing news albums.
10. Arranging career talks by experts from different fields.
11. Organizing Career Days, Career Weeks, Career Conferences, etc.
12. Arranging visits to places of work like industries, business establishments, offices, higher educational institutions, etc.
13. Organising Parents' Days.
14. Organising a "Guidance News" Section in the School Magazine.
15. Giving orientation talks to pupils of class VII in the feeder schools, prior to their joining the high school or orientation talks to new pupils as soon as they have joined class VIII of the high school.
16. Acquainting pupils with and assisting them to adopt proper methods of study.
17. Arranging individual discussions with pupils and parents for giving them educational and occupational information.



## THE CAREER MASTER AND HIS ALLIES

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### The Head-Master

The first ally of the career master is, of course, the head master. To him he has to look continuously for direction and leadership in the development of his programme of activities in the school. To get his best support, the career master should work co-operatively with him. He should provide the headmaster an opportunity to understand his work and then try to seek suggestions and advice from the headmaster on matters concerning the organisational set-up of his work.

In giving leadership and direction to the programme the headmaster should realize that he is the key person in the development and operation of an effective guidance programme. Besides giving support to the programme itself, he should also try to build up interest among the staff for this kind of work. He should make the members of the staff feel that it is his desire that such a programme is implemented in the school. He can do so by

1. arranging the time schedule so as to allow for sufficient time for the career master to carry on his duties ;
2. providing adequate physical facilities for the career master in the shape of office, furniture, and stationery ;
3. planning and conducting staff meetings to discuss the guidance needs of pupils of the school with specific reference to the career master's duties ;
4. providing in-service training for staff members through  
(a) committee projects, (b) survey of pupils' and

parents needs, (c) utilisation of case-study method for individual pupils, and (d) discussion on the use of cumulative record cards ;

5. organising a School Guidance Committee, which should consist of the head-master, as the chairman, the career master as the secretary, and a few interested staff members, parents, and representatives of the National Employment Service and employers as members. The functions of the Committee should be laid down in clear terms.

### **The Teaching Staff**

The teachers are the second best allies of the career master. Without their full support much of what the career master wants to do will not come to fruition. It is, therefore, necessary for the career master to obtain their best support. It needs hardly be emphasized that teachers will react favourably to the career master's work : (i) if they understand the nature of his work and its importance in the educative process, (ii) if their help and aid is sought in specific activities or projects, (iii) if they are kept informed of the plans, operations and outcome of the programme, (iv) if they are presented with concrete evidence that the welfare of pupils has been significantly enhanced by the career master's efforts, and (v) if the career master, by his own work, gives the impression, that the work he is doing consumes more time than his free periods actually allow him.

Some of the specific ways in which the teacher could be of help to the career master are :

- (1) Collection of pupil information through formal and informal means.
- (2) Spotting out pupils who are having problems which worry them and hinder them in their school work.
- (3) Making contact with parents possible.

- (4) Participating in various types of co-curricular activities.
- (5) Helping in building up case-studies of pupils.
- (6) Using class-room situations to disseminate vocational and educational information.

## **Parents**

In most of the guidance activities planned for pupils the participation of parents becomes essential. The career master will find himself at sea if he receives a cold shoulder from the parents in the discharge of his responsibilities. It is therefore his duty to see that he gets full cooperation from the parents as well. For this he must know what parents want.

Parents need to know in detail the kind of help which the career master and the school as a whole can offer them and their wards in solving many of the vocational problems. Through organized group meetings and individual conferences with parents the career master can achieve this objective.

A few things for the career master to do for parents might include : (i) sending letters, leaflets, notes etc., especially prepared to convey some important information concerning guidance and other educational services, (ii) keeping parents in touch with the school activities through articles and announcements in the local newspaper and (iii) organising occupational information and vocational guidance programme on the radio.

## **Other Community Agencies**

The career master will find his task much facilitated if he explores and makes use of the resources that are available in the community as a whole. Social and religious organisations of various types, employment exchanges, information centres, other guidance institutions are some such resources that a career master can make use of.

The list of activities for the career master included at the end of Chapter II will suggest many specific situations in



which the career master will call on community resources for assistance. Of course, the career master will be particularly interested in drawing from the community (i) speakers to give career talks, (ii) participants for career forums, (iii) employers interested in working directly with young people, (iv) sponsors for publications of occupational and vocational guidance information, etc. Tact should, however, be used in approaching such agencies and enlisting their full support.

### **Guidance Bureaux**

By maintaining an active relationship with the State bureau and the sub-bureaux in the State, the career master will be able to solve many of the problems which he comes across in his work in the school. It would also keep him informed of developments in the field of guidance. The field counsellor in the sub-bureau is meant to assist career masters in their guidance work in the school. Should the career master need any professional assistance, he must not hesitate to request for the services of the field counsellor or the counsellor in the State bureau. He should also have frequent contacts with other career masters in his locality. This could perhaps be best done by organising a local Career Masters' Association. The career masters and the heads of the schools could meet once a month or so to discuss guidance problems of mutual interest. They could exchange views and co-ordinate guidance activities in their locality.

## THE CAREER INFORMATION CENTRE

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The effectiveness of the educational and occupational information service in the school will depend to a great extent on the systematic organisation, proper maintenance and regular use of the Career Information Centre. The career master, under the guidance of the headmaster, should assume full responsibility for the organisation and maintenance of the centre though he may take the assistance of the school guidance committee in this regard.

Ideally, the centre should be a large room equipped with filing cabinets, display racks, bulletin boards, tables and chairs, etc., where the educational and occupational information materials can be maintained, displayed and effectively used. The room can also be used for holding career talks, showing films and filmstrips, holding parent-teacher meetings, etc. A part of it could be partitioned and used by the career master for individual discussion with pupils and their parents. However, most schools are so over-crowded that it may not be possible to secure independent accommodation. In such cases the career master has to rely on getting a corner in the school library or the reading-room ; and if this too is not available he may have to use his own class-room after school hours. Whatever be the housing facilities, the information materials should be easily accessible to pupils, teachers and parents who come to seek educational and occupational information.

A word about the procurement of career information material will not be out of place. Besides utilizing the funds at his disposal to the best advantage he may also find it worth trying to persuade civic bodies, service clubs, parent-teacher associa-

tions, and old students' associations of his school to purchase for the centre educational and occupational information booklets, vocational guidance filmstrips, charts, and posters. Service clubs like the Rotary Club might prove of valuable help.

A considerable amount of educational and occupational information material is available free of cost. The career master should be aware of all the sources from where such material would be available. As educational and occupational information material quickly gets out of date due to the changing conditions in the two spheres the career master should be on the alert for new materials to keep his information up-to-date. He should particularly keep himself in touch with the State Bureau of Educational and Vocational Guidance and the District Employment Exchange for information collected by them periodically. When any new information is received, it should be brought to the notice of pupils and teachers.

To facilitate the use of information material it is essential that some type of filing system is used by the career master. In the following paragraphs a few hints about filing are given. The first thing for the career master to remember is that he should classify and file the material as soon as he receives it. This will not consume much of his time. He may do this work during free periods or before or after school hours.

### **Choosing a Filing System**

The filing system chosen should give a clear-cut classification of occupations. The method of filing to be adopted depends upon the use to which the information is to be put and the persons who will use it. Files may be used either exclusively by the career master or by both the career master and pupils. In most of the schools it may not be possible for the career master to develop a filing system for the use of pupils.

In order to avoid confusion, files should be carefully prepared and arranged systematically. After use the files should

be replaced in their appropriate places. As most schools are not likely to have filing cabinets the career master can use improvised cabinets to store the information. Simple wooden racks can be prepared in the carpentry craft class using wood from packing cases.

### **Some Specific Methods of Filing**

(1) *Alphabetical System.* In this system, files are arranged according to the names of the occupations in alphabetical order. This is a simple and an easy procedure. All material on any one occupation is collected and filed together. When information is not much and classifications are few, the alphabetical system may be quite helpful. But it has certain limitations. Material on related occupations cannot be grouped together unless we use numerous cross-reference cards. When a pupil wants information relating to several occupations on the basis of his qualifications, it will be difficult to pick out the required material quickly.

(2) *National Classification of Occupations.* Occupational information may be filed on the basis of the National Classification of Occupations. The classification in the NCO is by occupations. Occupations are classified under families. Families are combined into groups and groups are assigned to divisions. There are eleven divisions consisting of 75 groups which are divided into 331 families under which occupations are classified. This system is helpful when the occupational information material is plentiful.

It, however, requires a thorough knowledge of the system on the part of the career master as codes are used as a basis for classifying and filing the material.

(3) *Filing on the basis of school subjects.* Occupations related to each school subject may be filed separately, such as occupations related to literary subjects, scientific subjects, home science, fine arts, etc. Of course, there may be further sub-classifications under each, if necessary. This system may be very helpful for pupils who often go by their subjects.



It may also help the career master to lay his hands on all the relevant and useful material at once when students come for individual or group discussions.

No method is the best method. The career master should adopt one which suits his purpose best.

### **Developing a Job Folder**

One of the useful ways of organizing job information material is to prepare a job folder. A job folder contains all relevant information about a particular job at one place.

A good job folder describes the activities, duties and responsibilities of the job, the personal qualities and educational requirements for the job, details about special training requirements, if any, prospects for advancement, salary, employment outlook, etc.

The career master should prepare the job folders by collecting accurate information about jobs he considers of sufficient importance. Pupils' help can be taken in this regard.

For selecting jobs to be included in the job folder the following should be considered :

1. Jobs in which most of the pupils are interested.
2. Jobs available in the community in which pupils live.
3. Jobs which pupils can take up soon after they leave school.
4. Jobs in which large number of openings are available for school leavers.

*Collecting information for the job-folder.* Some of the methods that can be used to collect information for the job folder are :

- (a) Occupational survey of the locality.

(b) Contact with the employers.

(c) Use of questionnaires for collecting information.

To decide which jobs to take up, he may consider the whole *taluk* or, if possible, even the whole district. In case of a large city, the whole of it may be covered.

In taking the help of pupils for collecting information the career master should decide whether pupils are to work individually or in groups. The arrangement decided upon should be made known to each participating pupil.

Pupils should be sufficiently trained to collect the relevant information if they are working in groups. Each group should have its leader who should be responsible for organizing the collected information in the form of a report.

### **Display of the Career Information Material**

In order to make the career information centre attractive and more useful the career master should also arrange for a career display of the material in hand.

Posters, charts, leaflets, monographs, newsletters, notifications of jobs and training courses, advertisements of scholarships etc. have got to be displayed if they have to serve their purpose well. Senior pupils may assist the career master in the preparation of these materials. So also can subject teachers. Bulletin boards, display racks, display windows etc. may be used for the display of these materials. Posters and charts can be pasted on cardboards and hung in the guidance corner or occupational information room, if there is one. Otherwise they may be displayed in the reading-room or in the class-room of the career master or in the verandah where a large number of pupils are likely to see them.

Leaflets, monographs and newsletters can be kept in a safe place either in an almirah or on a table in the library. It is necessary that they should be easily accessible to pupils.

*Making the display attractive and effective.* Sufficient attention should be paid to make the display attractive. The materials should be neatly arranged in a place where pupils and others will get a chance to look at them at leisure.

Every effective display should have an attractive and eye-catching title or headline. The arrangement of the material should be changed every now and then to maintain continued interest on the part of pupils.

### **Continued use of the Career Information Centre**

In order to serve its purpose most effectively the Career Information Centre should function throughout the year. Pupils as well as their teachers and parents should be encouraged to make the fullest possible use of it. If pamphlets or booklets are not to be issued for reading at home, facilities should be provided for pupils to read them at the Career Information Centre under the guidance of the career master.

Right at the beginning of the year the career master should invite pupils to the Career Information Centre and acquaint them with his work and the information materials which are available. He should pass on the pamphlets, catalogues, monographs, etc., to pupils so that they may get an idea of their contents and realise how these materials may be of help to them. A carefully prepared hand-bill listing the contents of the centre and how the career master can help pupils in their educational and vocational planning could be distributed on this occasion. Pupils should be told to show it to their parents. Parents should also be invited to visit the centre. The career master should also distribute a leaflet indicating the time and days of the week when he will be available for individual consultation both to pupils and parents, when books and pamphlets will be issued for reading, etc.

The utility of the Career Information Centre depends on how enthusiastic, enterprising and resourceful a career master is. He can either make the Career Information Centre a store room or turn it into a centre of all guidance activities.

## TECHNIQUES OF DISSEMINATING OCCUPATIONAL INFORMATION

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### Career Talks

The most popular method, with the career master, for the dissemination of occupational information, is the "Career Talk". To be effective, a career talk must be well planned.

The career master should first of all decide the age-level and educational standard for which the talk is meant. To prove most beneficial career talks should be organised in the final or prefinal year of the High or Higher Secondary School. Information about specific occupations not related to the needs of class VIII students is likely to prove ineffective. Opportunities open for job training at the end of class VIII may however be discussed if the students so desire. Talks which relate courses of study with later occupations which they lead to should however be given in class VIII. This will help pupils make more realistic choices of the elective courses of study.

In arranging career talks care should be taken that the audience does not become too large. A small number will allow active participation of pupils at the question time. If the school has a number of sections for a particular class, they may be called together for the talk, or if the classes are small, the S. S. L. C. and the pre-S. S. L. C. pupils may join together.

There should be adequate seating arrangement for the the group. The speaker should be visible and audible to all. The talk should be given in the medium most familiar to pupils. It should be scheduled for that part of the day when pupils are most likely to attend it—not in the first period



when there are bound to be late-comers to disturb the class, nor late in the evening when pupils will only be thinking of going home.

### *Preparing pupils*

Pupils should be prepared ahead of time for the career talk. The career master should spend some time with the group and explain to them the purpose of the talk. He should also give them an idea about the subject the speaker is expected to cover. He should make it clear to the pupils that due to limited time it will not be possible for the speaker to speak on every aspect of the occupation in detail. He should suggest to pupils that if they want additional information they could come to the career master at the end of the talk. He should tell them to ask useful and relevant questions.

### *Selecting the Speaker*

The speaker should be one who knows his subject well, and who is interested in the welfare of young people. He may be a local businessman, an industrialist or an officer from a Government department. Agencies like the Chamber of Commerce, Rotary Club, Lion's Club, Women's Club, etc. may be approached for help in securing speakers. Whenever such agencies have to be approached, it is better to contact the president or the secretary of such an organisation and explain briefly the guidance programme in the school and the place of career talks in such a programme. A request could then be made to provide appropriate speakers for the career talks. It is also necessary to explain the purpose and nature of such talks. An outline of the talk may also be provided so that only appropriate speakers are sent. (See Appendix VI) When names are received, the career master should contact the persons concerned and brief them personally.

### *Meeting the Guest Speaker*

The career master should contact the speaker personally if possible, and explain to him the type of services the career master offers in the school. He should also explain the purpose

of organising career talks. He should tell him the average age of the pupils for whom the talk is meant, the language in which the talk should be given, the size of the group, the time and date when the talk will be held. He should also inform the speaker of the amount of time allotted for the talk (20-30 minutes of talk followed by 15 minutes of question time is considered appropriate). It is very important that this point be brought home to him as many speakers go on speaking beyond the allotted time causing inconvenience to audience and encroaching upon the school schedule. He should also give him an idea of the things that he is expected to cover.

Having met the speaker, a formal written invitation should always be sent to him. He should be requested to confirm his acceptance. It would be a good thing to remind the speaker just a day or two before the scheduled date.

### *Receiving the Speaker*

When the speaker arrives at the school he should be received by the head-master and the career master. If possible, he should be introduced to the members of the school guidance committee too.

In the class, the career master or the headmaster should introduce the speaker to the pupils. The introduction should be a brief one. At the end the career master or one of the pupils should propose a vote of thanks. After a day or two, a formal letter of thanks should invariably be sent.

### *After the talk*

A group discussion may be held to see how interesting and useful pupils found the career talk to be. Individual sessions may then be held with those pupils who want to have more information.

Film-shows or visits to industries or educational institutions having a bearing on the talk may be arranged within a few days after the talk. Relevant books and pamphlets may also be made available to pupils.

## Career Conferences

As most of the schools find it difficult to set apart sufficient time for guidance activities in the regular time-table, organization of career conferences for secondary school pupils assumes special importance. In a career conference several speakers belonging to various professions come together and deliver talks about their own work. Thus a successful lawyer may give a talk on "Law as a Career", or a doctor on "Careers in Medicine", etc.

*Why should a career conference be held ?*

Career Conference has an advantage over a career talk. It makes the school allot a definite period of time for guidance work. It also helps in associating leaders of industry, heads of government departments, etc. with the guidance movement. It develops a receptive attitude for guidance among pupils as well as the staff, since it is something special to the life of the school. Parents too find it easy to attend. A career conference can also be arranged for pupils of more than one school. This makes for better co-operation between a number of schools. Finally a career conference saves considerable amount of time since it telescopes several career talks.

*When should the career conference be held ?*

It should not be too close to the beginning or to the end of the school session; nor should it be put just before the examinations. The career master has to decide which would be the most suitable time to organise the career conference in his school. Most schools might find it convenient to hold a career conference after the terminal examinations; or if two or three career conferences are to be held during the year, they may be suitably spread over the session.

*Who should sponsor the career conference ?*

The career master may organise a career conference for pupils of his own school or he may associate one or two neighbouring schools with his own. It would be best to have

pupils of the same class (grade) to participate in the conference rather than to mix pupils of two or three different classes (grades) in one career conference.

The career master might like to invite the local Chamber of Commerce, the Rotary Club, the Scouts' and Guides' Association, Women's Club, etc. to jointly sponsor the career conference. These associations would be able to provide good speakers and may also meet part of the expenditure involved.

### *Preliminary Planning*

The first step in planning would be to call for a meeting of the school guidance committee as well as the representatives of the co-sponsoring agency or agencies. The purpose and plan of the conference should be discussed. Topics for the talks, and the speakers should be selected and specific jobs should be allotted to each speaker. All details should be worked out carefully so that there will be no confusion at the time of holding the conference.

### *The Programme*

The career conference may be scheduled for one or two or even three days, with two or three talks each day. On the first day, the chairman or president should deliver an introductory talk on the factors to be considered in choosing a career and on the need for vocational and educational planning. It would be a good thing to have the principal or the headmaster of the school welcome the guest-speakers every day and introduce them to the audience.

The day's programme may be cyclostyled and a copy given to each pupil to take home to his parents. Parents may also be invited to attend the conference. Whenever parents are invited, the timings should suit their convenience. Perhaps there will be better response from parents if the conference is held in the evenings or on holidays.

### *Selection of Speakers*

To acquaint the people well with the guidance programme



and to help them establish contacts with the Bureau, it would be desirable to have at least one speaker from the State Bureau of Educational and Vocational Guidance or from a Sub-bureau. The other speakers may be members of the sponsoring bodies, local heads of government departments, past students of the school who are now working successfully in various occupations, parents of pupils, and officers from the employment exchange, etc.

### *Selection of Topics*

In selecting the topics for talks, the needs of pupils should be borne in mind. Interests of pupils may be ascertained by administering an interest questionnaire. The questionnaire should seek to elicit broad interest areas, such as technology, commerce, medicine, fine arts, etc. Since the career master would be familiar with the pupils' socio-economic background, he should avoid selecting those occupations which he knows pupils are not likely to be interested in. Another factor which would decide the choice of topics would be the availability of speakers. In short each career master would have to make the choice of topics according to the local facilities available to him and the interests of pupils.

Usually broad fields of occupation will be covered as the conference is in the nature of an orientation to pupils.

But if a series of conferences is planned then they may be organised around a theme. For instance "Careers in Medicine and Allied Fields" could cover :—

- (i) General practice in medicine
- (ii) Nursing
- (iii) Dentistry
- (iv) Pharmacy
- (v) Physiotherapy
- (vi) Occupational therapy
- (vii) Specialisations in the medical field like ENT, Gynaecology, etc.

### *After the Conference*

To maintain good public relations, the career master should write letters of thanks to all those who helped in organising the career conference—guest speakers, local sponsors, etc.

Film-shows may also be arranged, so also visits to local industries to furnish realistic and detailed information in careers already discussed. Such film-shows and visits should always be related to topics covered at the career conference and they should be appropriately integrated with the entire programme.

### **Career Visits**

The purpose of a Career visit is to provide an opportunity to pupils to observe workers while they are at work. Pupils come directly in touch with the occupational setting. They can see for themselves whether the job has to be done amidst noise and dust, in crowded rooms, seated or standing, etc. A visit followed by a talk is perhaps one of the most interesting methods of disseminating occupational information. It is certainly the most effective.

#### *What places to visit*

Places to be visited will depend upon the interests of pupils. To begin with, the career master should select places where former pupils of his school are employed. It is necessary to bear in mind that the purpose of such visits is to give pupils an idea of the varied types of jobs, job opportunities and a first-hand knowledge of the men at work and their working conditions. Therefore the career master should first compile a list of major industries and business establishments which not only provide varieties of jobs but also employ a large number of persons. If this information is not available he could consult the nearest Employment Exchange. The latter could inform him as to which concerns have a wide variety of jobs. The choice should be such as to prove interesting and useful to pupils. He should discuss it further with the head of the school and members of the school guidance committee.

### *Preliminary Arrangements*

After deciding the place to be visited, the career master should first pay a visit to the establishment concerned. He should contact the personnel manager or public relations officer and explain to him the purpose of the visit, the size and average age of the group. He should find out where pupils should assemble and who will meet them on their arrival. He should secure information on such points as whether a guide will accompany the group and explain the various types of jobs available, whether pupils can put question to workers, etc. He should also mention the types of questions pupils are likely to ask. The career master should arrange for suitable transportation. He should send a copy of the programme to parents and secure their written permission, if necessary. He should also arrange for one or two teachers to accompany pupils as escorts.

### *Preparing Pupils*

The purpose of the visit should be explained clearly to pupils beforehand. It should be made clear that they are going as guests and should observe the rules of the company. They should move in a group and not get scattered. They should listen to the guide and not talk to the workers or among themselves. They should not argue with the guide, but reserve their questions for the proper time. The career master should impress upon pupils to observe the workers on the job as well as the nature of the job itself.

### *After the Visit*

The career master should send a letter of thanks to the company mentioning therein some of the ways in which the visit proved beneficial to pupils. The career master should also hold a class discussion to evaluate the visit.

### **Personal Visits to Workers**

The usual method employed by a career master to disseminate occupational information is the career talk. However

if the career master finds that there are some pupils interested in occupations not covered in the career talks or in which they feel they have not received sufficient information, the career master could arrange for them visits to workers actually employed in the field in which they are interested. This method has a certain advantage in that it takes pupils out of the class-room situation and puts them in direct contact with a worker on the job who would give them first-hand information with a touch of personal experience.

*Selection of the worker to whom visit is to be made*

The career master should make a preliminary contact with the worker and explain to him the purpose for which the pupil will visit him. He should also make sure that the person to be interviewed is well-informed about his job, is not prejudiced against his job and likes to talk to young people. The career master should fix the time and the date in consultation with the worker so that the pupil will not be disappointed when he visits the worker, nor should it be at such a time when the worker is too busy.

*Preparation of the pupil before visiting a worker*

The pupil should be carefully prepared for the visit. A broad outline of the nature and type of questions to be asked may be drawn up. The career master should provide the pupil with a letter of introduction to the worker.

By this method the pupil will get an insight into the attitude which the worker has towards the job, as much of the information will be from the worker's personal point of view. In a way this is an advantage because the pupil will be able to discuss with the worker freely about the advantages and disadvantages of the job, the attitude which the majority of workers have towards the conditions of work, and the relation between the management and the workers' organisation. Since the pupil is interested in the job, he is likely to display genuine interest and enthusiasm in collecting the information. He can



also get information on certain specific points on an individual basis. Group talks often miss the point as they tend to be general.

When the pupil returns, he should be requested to write out a report about the visit. It can then be discussed by the career master in a group having similar interests. The information gathered should be carefully evaluated by the career master. Whenever necessary, the career master should rectify the inaccurate understanding or wrong interpretation of the situation.

It is important that parents be informed about the purpose of the visit and the person whom the pupil is going to visit. It might even be advisable to get the parent's written permission in this regard.

### **On the Job Experience**

Part-time or summer vacation work is not easily available to high school pupils in our country. In a very small measure it may be found in some of our highly industrialised cities. A career master could however try to secure work experience for some of the pupils who are interested in it.

He would need the guidance and enthusiastic support of his headmaster, the active cooperation of the guidance committee and, of course, the approval of the parents of pupils involved. While investigating job opportunities, he could contact the employers directly or through organizations like the Rotary Club, Parent-Teacher Association, Old Boys Association, Chamber of Commerce, etc.

The career master should explain to the prospective employer that the programme is meant more for acquainting pupils with the nature of some aspects of work rather than for earning money. Many details would have to be worked out, like the hours of work, type of work-experience to be provided, wages, etc.

The main advantage of work-experience is that it gives

the pupil a realistic impression of what an occupation involves. It gives him an opportunity to test his abilities on the job. He can find out for himself whether or not he likes the job, his co-workers, the environment, the hours of work, etc.

### **Meeting Old Students**

Another method which the career master can profitably use to acquaint pupils with the world of work is to arrange meetings with old students of the school who are now at work and can be easily available. The old students as a rule will be found easy to deal with.

#### *Procedure*

Information from the old students could be collected through a questionnaire, through personal contacts or both.

The questionnaire should be brief, simple and easy to follow. It is desirable to invite pupils to suggest questions which they would like to ask the former students about their present jobs. Some more questions may be included by the career master, if necessary. The questionnaire should be sent out with a covering letter. If it is to be followed up by a personal contact, this should also be mentioned in the letter. The covering letter should be worded very politely and courteously. It should be addressed to the person concerned by name. It is highly desirable that the career master or the headmaster should sign each letter individually.

If the data is collected by personal contact by pupils, it should always be preceded by the letter from the career master indicating the name or names of pupils who would make the contact. The past students should be requested to give the date and time convenient to them. The present pupils contacting past students should be instructed to be punctual, brief and to the point when they go to collect occupational information.

Having collected the data, pupils should discuss the important items and prepare a summary of the data.

They may prepare a report on some or all of the following aspects :

1. A list of employers employing a large number of past students.
2. A list of occupations in which past students are employed.
3. Expressed likes and dislikes of past students in their occupations.
4. Suggestions made by past students.
5. Methods by which past students secured their jobs.
6. Electives chosen by former students while in high school which are most helpful to them in their work.

### **Information Through School Subjects**

Some teachers may be well-informed about occupations related to subjects they teach in the high school.

The career master should invite subject teachers to the Career Information Centre for any kind of information they need about occupations. He could bring to the notice of teachers concerned any new information collected by him. He could also encourage teachers to collect information related to their subjects. Such teachers should be invited to participate in arranging career conferences and visits to industries and institutions of higher education.

As far as standard VIII is concerned, the career master should have a definite programme for subject teachers to give talks on optional (elective) subjects they teach.

How much help subject-teachers can offer to the career master will depend upon the sincerity and hard work of the career master, and his relationship with teachers.

### **Publications**

The career master may find it possible to start a "Guidance Newsletter" to be issued periodically to teachers

and pupils. If this is not possible, he could at least have a guidance section in the regular school magazine. The "Newsletter" or the guidance section in the school magazine should deal with many aspects of special interest to pupils and their parents. He could make a survey of local employment opportunities, and the training facilities available in the locality. He could also compile a list of the occupations which past students from his school had taken up over the past few years. This would provide a good background for his guidance work. It would also make his work appear meaningful to pupils, parents and teachers.

In the "Newsletter" he could give a summary of the guidance activities already undertaken and announce the future programme.

A publication of this type, which goes to pupils and through them to the parents, would go a long way in including parents to participate in the guidance programmes of the school.

Copies could also be sent to local industries, local professional bodies and service organisations, educational institutions training centres, etc. It would help to create guidance consciousness in the community and ensure co-operation by all concerned, thus making the work of the career master easier and more effective.



## SOME FURTHER ASPECTS OF THE CAREER MASTER'S WORK

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Dissemination of occupational information is not the only kind of work which the career master is expected to do. He has also to perform some general functions which as a whole would create guidance consciousness among pupils and the staff and would also help pupils overcome certain difficulties which beset them in the educational, vocational and personal spheres of their lives. All these functions can be put under the broad term 'Orientation'. In this chapter a few such functions have been described.

### **Orientation of New Pupils**

The career master, in consultation with the headmaster and the guidance committee, should make arrangements for all new pupils and their parents to be taken round the school on a sort of guided tour. If possible, some senior pupils of the school may be associated with this programme. The career master could, at the beginning, give a few of talks to the group, explaining the general policies of the school, facilities provided, curricular and extra-curricular activities, etc. He should then ask pupils in smaller groups around the class rooms, library, science laboratory, crafts-room, machine shop, etc. If possible, he should have the teachers concerned to explain the working of their sections; for instance, the librarian or the teacher in-charge of the library could explain to the new-comers the procedures for borrowing and returning books.

Teachers of various electives could mention briefly the electives taught in the school. Attention of the new pupils and their parents may be drawn to charts, posters, models, etc. prepared by past pupils. New-comers could also visit the

school gymnasium, if there is one, and playground where they will have facilities provided for sports and games.

This kind of a programme would help new-comers and their parents to get acquainted with the new school and would give them a sense of belongingness right from the start. It would also help in the building up of good relations between the public and the school.

### **Orientation of Pupils Regarding Electives in the High School**

Every pupil in the secondary school is required to make a choice of an elective when enters class IX. Many a time the choice is made on irrelevant considerations resulting in a wrong choice. To a considerable extent, these wrong choices can be attributed to either lack of information or misinformation on the part of pupils and their parents. Many of these wrong choices can be avoided through well-planned and properly organised orientation talks. Orientation talks to pupils of standard VIII, regarding the electives to be chosen in the High School, may be organised towards the end of standard VIII. The purpose of the talk here is to make pupils aware of the choice of electives in the High School and the importance of careful selection of these electives. As to whether the career master will be able to organise the talks at the end of the school year will depend upon the facilities available to the career master.

It need hardly be emphasised that talks should be easily understood by pupils. The language should be simple. The talks should also allow for considerable pupil participation. The career master can explain to pupils the nature of the electives, the reasons for introducing them in the curriculum, types of electives available in the High School, especially those available in his own school. He should also point out the vocational and educational openings arising out of each group of electives. For instance, if the pupil intends to take up engineering as a career he has to take

science and mathematics in the High School. Or, if he wants to go for medicine he has to take physics, chemistry and biology. The career master may also request teachers teaching various electives to speak to pupils on the type of work they will have to do if they choose a certain elective. For the general talk on electives parents may also be invited.

The career master may like to prepare brief leaflets indicating the educational and occupational openings for each elective group. Cyclostyled copies of such leaflets may be given to pupils along with the invitation to parents to attend the talk.

Individual discussions may be arranged by the career master for parents and pupils on the selection of particular electives in the High School. At no time, however, should a career master himself select an elective for the pupil. The choice should be left to the pupil and his parents in accordance with the facilities offered by the school. A brief outline for an orientation talk on the choice of electives is given below.

### *I. Introduction*

1. Why electives are offered.
2. Electives offered in the school.

### *II. Main points to be covered in the talk*

1. Nature of the secondary school curriculum.
2. Qualifications desired for success in each course—degree of academic achievement required, mental and physical abilities, etc.
3. University and non-university courses after S.S.L.C. for each one of the electives.
4. Employment opportunities.

### *III. Conclusion*

Emphasis to be given to the need for careful consideration of alternative elective groups, and for consultation with parents, career master, headmaster and teachers teaching the different elective subjects before making the final choice.

## **Group Discussions on Problems Related to Vocational Choice**

Instead of having group discussions for a whole class, the career master may find it possible to organise discussions for smaller groups, organised on the basis of their vocational interests. He may administer a simple questionnaire to find out their broad vocational interests. Or, he may just ask them in what types of jobs they would be interested. Circumstances, such as the time available, the size of the group, etc., should determine the number of discussions he would be able to hold for each group. The career master could organise his discussions around many interesting activities such as a film-show dealing with the occupation the group is interested in, or an interview with the employees, or work for a day on the job they have elected. In view of the common area of interests, pupils will feel free to discuss problems connected with the work.

## **Orienting Pupils to Employment Agencies**

It will be well within the career master's scope of responsibilities and duties to point out the ways in which a pupils may be able to secure a job. At the end of their school career a good number of boys and girls do want to enter employment. Others may be desirous of taking up courses of short duration to prepare themselves for careers they have chosen. Only a few will be able to enter the professional fields involving many years of college training, like medicine and engineering.

The career master can very well help school leavers in securing jobs. For this he will have to be in touch with the following agencies :

*The Employment Exchange.* Every district has an employment exchange. The career master should explain to pupils the procedure for registration at the employment exchange and the necessity for renewing the card. He should also point out that some employment exchanges have a

vocational guidance unit attached to them and that the youth employment officer will discuss with the applicant the types of jobs that may be open to him or her.

*Other Employment Agencies.* The career master should also be in touch with other agencies that may be operating a placement service. For example, the Chamber of Commerce in Bangalore runs an employment service for the benefit of those who have had training in commerce and business education. Similarly, service organisations like the Y.M.C.A., Rotary Club, Lion's Club, Women's Welfare Associations, etc. may be approached to ascertain what placement facilities they offer. Many engineering colleges, technical training institutes, as well as institutes imparting training in shorthand and typing help their students to find jobs on completion of their training.

### **Providing Information about Vacancies**

One of the first steps in helping pupils to secure a job is to acquaint them with the sources of information about vacancies. Various sources available are :

1. *'Wanted' columns in newspapers.* Many leading newspapers advertise jobs at various levels and of various kinds. If the career master is a little vigilant he can help pupils desirous of applying for jobs locate such information.
2. Another source of information about jobs is the persons already employed. The career master can find out from them if vacancies exist in their establishments. Sometimes employers prefer to take in new entrants known to their employees.
3. The State as well as the Union Public Service Commissions conduct several competitive examinations for recruitment. The Railways Service Commission, the Posts and Telegraphs Department and many other government departments also hold examinations for recruitment. The career master should provide pupils sufficient information about such examinations.

### **Training in the Mechanics of Job Getting**

*Writing an application.* The career master could provide practice to pupils in writing letters of application for jobs.



An application should be brief, neatly written or typed, sincere in tone, containing all the information needed by the employer. It should not contain any unnecessary or irrelevant information. Pupils should also be acquainted with the types of enclosures that may be required.

*Filling in the application blank.* Job application forms may be secured from local employers. Pupils can practise by filling them in. The importance of filling in application forms correctly should be emphasized.

*Taking the interview.* To assist young job-seekers to prepare and perform satisfactorily in an interview, the career master may prepare a leaflet like the one given below. He may give a group talk and distribute copies of the leaflet at the end.

*A leaflet containing tips for an interview.*

1. Collect all the materials you will need to take with you at the time of the interview, such as the school report-card, school leaving certificate, character and birth certificates and other certificates of proficiency in games, N.C.C., etc., and also samples of your work if you have been asked to produce the same.

2. Dress properly. Your general appearance should be such as to make a good first impression.

3. Be prepared to answer questions. The questions may refer not only to personal data regarding yourself, the subjects you have studied or current problems, but also to your knowledge about the job. For instance, if you are applying to be an apprentice as a fitter, or a turner, or a welder, you would do well to find out the nature of the work of the turner, fitter or welder. It would also be a good thing for you to know something about the factory or the institution where you are applying for the job. You could gather this information from some of the employees of the factory or the institution. It would go to show the interviewer that you are

interested in the job as you have taken the trouble to find out something about the job and the industry.

4. Go alone.
5. Be present at the appointed time.
6. When you enter the room, where interview is to be held, greet the interviewer or interviewers in a respectful manner and do not be seated until you are told to do so.
7. Be positive in your approach while answering questions. Be interested and alert, friendly and responsible. Be business-like and brief and let the interviewer take the lead, but take every opportunity to mention your qualifications, your achievements and your interests that will help you to do the job well. Make your interview effective for it is the interview that will determine whether you or some one else will get the job.

*Practice interview.* Besides giving a talk on how to take an interview the career master could also arrange for a "practice interview". Role playing serves as an effective way of arousing interest. To make it realistic and purposeful, the career master should invite the personnel manager of a local industry or a local employer, who has to interview many applicants for jobs, to conduct the interview. The career master should explain to him the purpose of the "practice interview". An entry job for which the personnel manager or employer usually interviews applicants should be selected. He should be informed that he may have to interview two or three pupils in the class just he would interview genuine applicants for a job, and that at the end he should comment on the performance of the interviewees.

The career master should also prepare pupils for the "practice interview". He should explain the purpose to pupils and ask for two or three volunteers to act as interviewees. He should tell them the job for which they will be interviewed, and request them to prepare themselves accordingly.

## THE CAREER MASTER'S ROLE IN EMERGENCY

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China's unprovoked aggression on our borders has naturally driven us into a struggle which is going to affect all phases of our life. The need for preparation of all citizens to meet the new situation is not only necessary but essential for our survival and for the survival of our nascent democracy. "We have no choice but to defend our values and our ways of life. This is as much a task of education as it is of religion, of the family, or of our industrial life and it is a gigantic one, involving as it does not only the values by which youth will be taught and guided but the methods and processes which will be employed. Certainly it cannot be a question of conflict between self and country; somehow each youth must perceive his choices and adjustments within an integrated plan and philosophy of life that must include military service and may be the sacrifice of life itself. This preparation for service to country must include far more than simply adjustments to a few common inconveniences and irritations ....; it must involve the question of reconciliation of personal and social value which education and guidance must help the individual to achieve" (Mathewson : *Guidance Policy and Practice*, 1955).

The career master, undoubtedly, has much greater responsibility today than he had in peace time. He has to gear his programme to meet the present-day needs of pupils. They are many and varied. Two main areas of needs can be distinguished—(1) the area of adjustment, and (2) the area of vocational information.

In the area of adjustment the career master has to help the majority of boys and girls properly adjust themselves to the new conditions, that are emerging and may emerge in

course of time as a result of our conflict with China. Many new demands are made on the individual during the time when a nation is engaged in a struggle for life and existence with another nation. People have to suffer great many hardships and deprivation ; they have to undergo great stresses and strains which upset them emotionally and may incapacitate them to meet the situation boldly. Of course, it is primarily the task of psychologists and counsellors to help pupils face the situation boldly. But the career master cannot completely absolve himself of the responsibility. As a teacher and guidance worker he knows more of his pupils than the counsellor is perhaps able to know ; he understands them better ; he can study quickly, and perhaps instinctively, what goes on within their minds ; he can read the meaningful expressions on the faces of his pupils ; he can know what worries them, and how best to help them to overcome their worries. He has better contacts with parents and so he can do much more than a busy teacher may be able to accomplish.

In the area of occupational information the career master has to see that pupils get the necessary information about jobs and services which they can take up for national service. The shift in our economy has to be explained and the importance of preparing for a hard life has to be emphasized.

Some specific activities which the career master can undertake in school in view of the emergency are discussed below.

## **I. Class talks including Career talks.**

Talks on problems relating to defence, and on occupational information concerning defence services have to be arranged. A few topics for both are suggested below.

### **A. Problems Relating to Defence.**

1. The Individual and the Nation.
2. What an Emergency Means to a Nation.
3. How should a Nation Face an Emergency.

4. Our Responsibilities During the Period of Emergency.
5. Life and Death—An Objective Approach.

*B. Occupational Information about Defence Services*

1. N. C. C.—Its Role in Preparing for National Defence.
2. Territorial Army—Its Role in Country's Defence.
3. Careers in the Indian Army.
4. Careers in the Indian Navy.
5. Careers in the Indian Air Force.
6. Technical Trades in the I. A. F.
7. Technical Graduate Courses at the National Defence Academy.
8. Commissions in the Armed Forces through the National Defence Academy.
9. Emergency Commissions.
10. Institutions Imparting Training for the Defence Forces.
11. Civil Defence.

A lot of information in the form of career pamphlets, career leaflets and information charts is available from various sources. The career master will do well to know about them and have contacts with them.

A list of addresses is given below which will be helpful to career masters in getting the required material without much loss of time.

1. The Territorial Army Directorate, Army Headquarters, New Delhi.
2. The Publications Division, Govt. of India, Civil Lines, Delhi-6.
3. Army Recruiting Offices.
4. Recruitment Centres for the Indian Navy and the Air Force.
5. Directorate of Advertising and Visual Publicity,



Ministry of Information and Broadcasting, Govt. of India, New Delhi.

## **II. Career Display**

The career master can organize a display of all the career information material on Defence in such a way as to be of maximum use to his pupils. He can take the help of pupils themselves in collecting material for the display. He can get maps, charts and pictures of heroes made by pupils. This will prepare them psychologically to be of greater service to the nation.

## **III. Screening of Documentary Films**

The career master can also arrange the screening of documentary films to pupils in his school. Many such films are being produced by the Film Division of the Ministry of Information and Broadcasting, New Delhi.

A list of some useful documentary films is given below :

1. Assam.
2. Defence of Freedom.
3. Highways of the Sky.
4. Men with Wing.
5. National Defence Academy.
6. N. C. C.
7. Our Navy.
8. Our Armed Forces.
9. Operation Sky.
10. Pilgrimage to Freedom.
11. Territorial Army.
12. Training for Defence.
13. Training of Police.
14. Wings over India.
15. Your Contribution.
16. Emergency Relief.
17. Nation Role Call.
18. Playing with Fire.
19. This Our India.

20. On the Air.
21. Bhutan Road.
22. Citizens' Air Force.
23. Need of the Hour.
24. A National Emergency.
25. Challenge to Nation.
26. Ladakh Diary.
27. Men Behind the Wing.
28. Sailors of Tomorrow.
29. Good Citizens.
30. Citadels of Chivalry.

#### **IV. Organizing Groups of Student Volunteer Corps**

The career master can also organize groups of Students' Volunteer Corps for the school by selecting suitable pupils who can look after the varying needs of pupils. There could be volunteer corps for, say, checking the spread of rumour, providing correct information about the day-to-day events at the border, for collecting information about training courses in civil defence and supplying them to the career master who can then make further use of it.

All these activities will be of immense help to pupils in meeting their needs and will give the career master a sense of worthwhileness during the period of emergency.

**LIST OF GUIDANCE BUREAUX IN INDIA**

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Central Bureau of Educational and Vocational Guidance,  
33, Chhatra Marg, DELHI-6—1954.

**State Bureaux**

1. State Bureau of Educational and Vocational Guidance,  
HYDERABAD (Andhra Pradesh)—1957.
2. State Bureau of Educational and Vocational Guidance,  
SHILLONG (Assam)—1957.
3. Educational and Vocational Guidance Bureau, PATNA  
(Bihar)—1956.
4. Institute of Vocational Guidance, Shantiniketan Society,  
AHMEDABAD-6 (Gujarat)—1960.
5. Bureau of Educational Research and Services, TRIVAN-  
DRUM (Kerala)—1958.
6. College of Guidance and Psychology, JABALPUR  
(Madhya Pradesh)—1955.
7. Institute of Vocational Guidance, Elphinstone Technical  
High School Building, 3, Cruickshank Road, BOMBAY-1  
(Maharashtra)—1950.
8. State Bureau of Educational and Vocational Guidance,  
27, V Block, West Kumara Park, BANGALORE-20  
(Mysore)—1959.
9. State Bureau of Educational and Vocational Guidance,  
Radhanath Training College, CUTTACK-2 (Orissa)—  
1955.
10. State Bureau of Educational and Vocational Guidance,  
BIKANER (Rajasthan)—1958.

11. Bureau of Psychology, ALLAHABAD, (U.P.)—1947.
12. Bureau of Educational and Psychological Research, David Hare Training College, CALCUTTA-19 (West Bengal)—1953.

#### **Private Bureaux**

1. Gujarat Research Society, Sansodhan Sadan, South Avenue, Khar, Bombay-52.
2. Vocational and Educational Counselling Services, 76, Park Street, Calcutta.
3. Vocational & Educational Guidance Service, Church Compound, Jullundur City, Punjab.

**GUIDANCE LITERATURE USEFUL TO CAREER  
MASTERS**

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**Publications of the State Bureau of Educational  
Guidance, Government of Assam, Shillong.**

1. Courses and Careers: Educational and Training Facilities for the Matriculates in Assam.
2. Courses and Careers: Educational and Training facilities for the Undermatriculates in Assam.
3. Stipends and Scholarships: Financial Assistance for the students of Assam.

**Publications of the State Educational and Vocational  
Guidance Bureau, Government of Bihar, Patna.**

1. Hand-book of Practical Guidance in Secondary Schools.
2. Your Career.

**Publications of the Central Bureau of Educational  
and Vocational Guidance, Delhi-6.**

1. Your child at the Cross-roads. (free)
2. Manual of Educational and Vocational Guidance, 44 nP.
3. Educational and Vocational Guidance in Multi-purpose Schools, 75 nP.
4. National Cadet Corps.
5. Officers in the Making.
6. The Role of Guidance Personnel during the National Emergency.
7. Know Your Army.



8. Know Your Air-Force.
9. Know Your Navy.
10. You and Your Future.
11. Orientation to Defence Services.
12. Guidance Movement in India.
13. A Survey of School Guidance Services.
14. 8 leaflets—Guidance in Schools—A Series for Teachers.
15. Guidance Review Nos. 1, 2, 3 and 4.

**Publications of the Institute of Vocational Guidance,  
Government of Maharashtra, Bombay.**

*I. Career Pamphlets (priced)*

1. S.S.C. What Next ?
2. Earn While you Learn.
3. Psychology as a Career.
4. Careers on the Railways.
5. Careers in the Merchant Navy.
6. Are You Planning a Technical Career ?
7. Facilities for Commercial Education in the State of  
Bombay.
8. Courses for Non-S.S.C.s.
9. Careers in the Police Force.
10. Forestry as a Career.

*II. Monographs (non-priced)*

1. Publications of the Institute of Vocational Guidance.
2. Agriculture and Allied Fields.
3. Radio Engineering and Wireless Telegraphy.
4. Diploma Courses in Engineering in Bombay State.
5. Forest Service Ranger's Course.
6. Training and Recruitment to Superior Forest Service.
7. Some Courses for Inter Science (Group A) Students.
8. Some Courses for Inter Science (Group B) Students.
9. Some Courses for B.Sc. (Chemistry) Students.
10. Some Courses for B. Sc. (Maths. and Physics)

### Students.

11. Medical Colleges in India.
12. Some Courses for Graduates.
13. External Degree Examinations.
14. Mechanical Engineering (Post S.S.C.).
15. Training in Fisheries.
16. Aeronautical and Aircraft Maintenance.
17. Dentistry as a Career.
18. Mechanical Engineering Courses (Pre-S. S. C. course).
19. Marine Engineering Course (Pre-S.S.C. courses).
20. Marine Engineering Courses (Post-S.S.C. courses).
21. Police Force: Recruitment of Sub-Inspectors.
22. Some Courses for Intermediates.
23. Some Sources of Information about Scholarships and

### Loans.

24. Automobile Engineering.
25. Textile Courses (Post-S.S.C. students).
26. Institutions in India Offering Degree Courses in Civil

### Engineering.

27. Institutions in India Offering Degree Courses in Mechanical and Electrical Engineering.

28. Recruitment in the Indian Navy (Post S.S.C.)
29. Courses approved by the Department of Technical

### Education, Bombay.

30. Textile Courses (Pre-S.S.C.).
31. Social Work.
32. Electrical Engineering, Wiremen's and Electrician's

### Courses and forms for Supervisors and Wiremen.

33. Courses in Mining, Metallurgy and Geology.
34. Technical Posts in the Geological Survey of India.
35. Posts in the Survey of India.
36. Recruitment of Personnel in the Customs Department,

### Bombay.

37. Electrical Engineering (Post-S.S.C.) Courses.
38. Recruitment of Personnel in the Central Excise

### Department.

39. Examinations of the Institution of Engineers (India).
40. Chartered Accountancy.

41. Some Courses and Avenues of Employment for B. Sc. (Botany) and B. Sc. (Zoology) Students.
42. Posts in the Posts and Telegraphs Department.
43. Nursing as a Career.
44. Posts in the Backward Class Welfare Department.
45. Recruitment of Bus Drivers and Conductors in B. E. S. T.
46. Civil Engineering (Diploma and Certificate Courses).
47. Posts in the Operating Department of Indian Railways.
48. Posts in the Commercial Department of Indian Railways.
49. Commercial Pilots.
50. Cost Accounting as a Career.
51. Printing Technology.
52. Open Merit Scholarships in Colleges.
53. Scholarships from Endowment Funds.
54. Loan Scholarships.
55. Government and Dakshina Fellowships.
56. Research Fellowships.
57. School and Special Scholarships.
58. Research and other Scholarships in Engineering.
59. Open Merit Scholarships and Free Studentships in Engineering Colleges (Degree Courses).
60. Loan Scholarships in Engineering Colleges.
61. Open Merit Scholarships, etc. for Engineering Subjects (Diploma).
62. Merit Scholarships in Industrial and Technical Institutions.

### *III. Guidance Series (non-priced)*

1. S.S.C. What Next ?
2. Archaeology as a Career.
3. Librarianship as a Career.
4. Homeopathy as a Career.
5. Veterinary Science as a Career.
6. Nature-cure as a Career.
7. Careers in Sugar Industry.
8. Careers for Women.
9. The Left-handed Writer.

10. Vocational Rehabilitation of the Physically Handicapped.

11. How to Study.

12. Production Engineering as a Career.

13. Vocational Guidance in Australia.

14. How to Help the Child who Stutters.

15. Meteorology as a Career.

16. Sex Education.

17. Industrial Engineering as a Career.

18. Some Problems and Possibilities with Mental Retardates.

19. Careers in Atomic Energy Establishment in Trombay.

20. Vocational Training for the Blind.

21. Careers in Archives Keeping.

22. Careers in Printing.

23. The Emotionally-Handicapped Child.

24. Careers in Community Development Programme.

25. Speech Therapy in India.

26. Careers in Petroleum Industry.

27. Careers in Pharmacy.

28. How to use the Vocational Guidance Period in Std. X.

**Publications of the State Bureau of Educational and Vocational Guidance, Government of Mysore, Bangalore.**

*I. Educational Information Briefs (non-priced)*

1. Engineering.

2. Medicine (Allopathic).

3. Medicine (Ayurvedic)

4. Nursing, Midwifery and Allied Courses.

5. Compounding.

6. Teaching.

7. Agriculture and Allied Fields.

8. Commerce Courses.

*II. Career Information Series (non-priced)*

1. Careers in Marine Engineering.

2. Careers in Food Technology.

3. Catering as a Career.

4. Careers in Defence Forces.

5. Librarianship as a Career.

6. Careers in Public Health.
7. Careers in Posts & Telegraphs Department.
8. Careers in Life Insurance Corporation.
9. What you Learn at the Industrial Training Institutes.
10. Training Facilities and Employment Opportunities in Indian Telephone Industries.
11. Physiotherapy as a Career.
12. The Gramasevak & Gramsevika.
13. Dentistry as a Career.

**Publication of the Bureau of Psychology, Government of Uttar Pradesh, Allahabad.**

1. Bureau of Psychology—Its Scope and Importance to the Country.
2. Samples of Work Done.
3. Procedure for Personal Guidance.
4. Procedure for Vocational Guidance.
5. Group Guidance Project.
6. School Psychologist.

**Publications of the State Bureau of Educational and Psychological Research, Government of West Bengal.**

1. Courses and Training Facilities after the School Final Examination.
2. Courses and Training Facilities after the Higher Secondary Examination.
3. Scholarships and Stipends Available at Different Stages of the Educational Ladder.

**Publications of Vocational and Educational Counseling Services, Park Street, Calcutta.**

1. Stipends and Scholarships for Anglo-Indian Youth.
2. Licensed Measures and Customs Services.
3. Rohini Wants a Job.



**Publications of the Directorate General of Resettlement and Employment, Ministry of Labour, Government of India, New Delhi.**

*Guide to Careers\**

<i>S.No.</i>	<i>Title of the Pamphlet</i>	<i>Price</i>
1.	Accountant	6 nP.
2.	Aeronautical Engineer	6 "
3.	Agriculture Officer	6 "
4.	Airconditioning and Refrigeration Mechanic	5 "
5.	Air Hostess	5 "
6.	Archaeologist	5 "
7.	Architect	5 "
8.	Automobile Engineer	6 "
9.	Auxiliary Nurse Midwife	6 "
10.	Boiler Attendant	5 "
11.	Botanist	5 "
12.	Cable Jointer	5 "
13.	Chemical Engineer	6 "
14.	Chemical Technologist	6 "
15.	Civil Engineer	6 "
16.	Co-operative Supervisor	6 "
17.	Compositor	5 "
18.	Cost Accountant	5 "
19.	Craft Instructor	5 "
20.	Dental Surgeon	5 "
21.	Draughtsman (Civil Engineering)	6 "
22.	Draughtsman (Electrical Engineering)	5 "
23.	Draughtsman (Mechanical Engineering)	6 "
24.	Driller-Rock	5 "
25.	Electrical Engineer	6 "

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\* Available at all Employment Exchanges in the Country.

26. Electrician	...	6 nP.
27. Extension Officer	...	6 "
28. Forest Officer	...	5 "
29. General Bench Fitter	...	5 "
30. Forest Ranger	...	5 "
31. Geologist	...	5 "
32. Gram Sevak	...	6 "
33. Gram Sevika	...	5 "
34. Health Visitor	...	6 "
35. Horticulturist	...	5 "
36. Instrument Mechanic	...	5 "
37. Internal Combustion Engine Mechanic	...	5 "
38. Librarian	...	6 "
39. Life Insurance Agent	...	5 "
40. Lineman	...	5 "
41. Machine Driller	...	5 "
42. Machine Grinder	...	5 "
43. Machineman (Printing)	...	5 "
44. Machinist	...	6 "
45. Mechanical Engineer	...	6 "
46. Medical Laboratory Technician	...	5 "
47. Medical Practitioner	...	5 "
48. Meteorologist	...	6 "
49. Metallurgist	...	5 "
50. Miller (Metal)	...	5 "
51. Mill Wright	...	5 "
52. Mining Engineer	...	6 "
53. Moulder	...	6 "
54. Nurse	...	6 "
55. Overseer (Civil Engineering)	...	6 "
56. Panchayat Secretary	...	6 "
57. Pattern Maker	...	6 "
58. Pharmacist	...	6 "
59. Physical Education Teacher	...	5 "
60. Plumber	...	6 "
61. Proof Reader	...	5 "
62. Radio Technician	...	6 "
63. Research Worker	...	5 "
64. Road Roller Driver	...	6 "

65. Sheet Metal Worker	...	5 nP.
66. Social Education Organiser	...	5 "
67. Sanitary Inspector	...	6 "
68. Social Worker	...	5 "
69. Statistician	...	6 "
70. Stenographer	...	6 "
71. Surveyor	...	6 "
72. Teacher (High School)	...	6 "
73. Teacher (Primary School)	...	6 "
74. Telecommunication Engineer	...	6 "
75. Tool Maker	...	5 "
76. Town and Country Planner	...	5 "
77. Tracer	...	6 "
78. Tractor Operator	...	5 "
79. Turner	...	5 "
80. Type-setting Machine Operator	...	6 "
81. Vaccinator	...	6 "
82. Veterinary Doctor	...	6 "
83. Welder	...	5 "
84. Wireman	...	5 "
85. Zoologist	...	5 "

### Other Publications

1. Careers in Community Projects	...	25 nP.
2. Careers in Nursing and Allied Health Occupations	...	25 "
3. Handbook on Training Facilities		Rs. 2/-

**Publications of Y. M. C. A. Publishing House, Calcutta-16.**

S. No.	Name of the pamphlet	Price
1.	Careers in Engineering	... 1-08 nP.
2.	Careers in Forestry and Fisheries	... 0-50 "
3.	Careers in Agriculture	... 0-50 "
4.	Careers for Medical Graduates	... 0-25 "
5.	Careers in the Building Industry	... 0-85 "
6.	Careers for Women	... 0-25 "

7.	Careers for University Graduates	... 0-25 „
8.	Careers in Government Service	... 0-25 „
9.	Careers in Accountancy	... 0-25 „

**Pamphlets prepared by the Rotary Club of Bombay and published by the Oxford University Press, Bombay.**

<i>S. No.</i>	<i>Title of the pamphlet</i>	<i>Price</i>
1.	Architecture	... 0-50 nP.
2.	Mechanical Engineering	... 0-75 „
3.	Civil Engineering	... 0-50 „
4.	Agricultural Engineering	... 0-75 „
5.	Cost Accountancy	... 0-50 „
6.	A Medical Career	... 0-50 „
7.	Defence Services	... 0-50 „
8.	All-India Services	... 0-50 „
9.	The Book Trade	... 0-50 „

**Publications of the Government of India, Publications Division, Old Sect., Delhi-6.**

<i>S. No.</i>	<i>Name of the pamphlet (Priced)</i>
1.	Government of India Scholarships for Students in India.
2.	Scholarships for Study Abroad.
3.	Progress of Scholarships for Scheduled Castes, Tribes and Other Backward Classes.
4.	Directory of Institutions for Higher Education in India.

### Other Publications

Title	Publishers	Price
		Rs. nP.
1. Choosing a Career.	Oxford University Press, Bombay-1.	3 00
2. Occupational Information.	Science Research Association Inc., Chicago.	59 50
3. Information Service in Guidance.	Rand McNalley & Co., Chicago.	—
4. How to set up a Guidance Unit.	Science Research Associates Inc., Chicago.	5 00
5. Planning your Future.	McGraw Hill Book Co., New York.	21 50
6. How to Study.	McGraw Hill Book Co., New York.	6 75
7. Occupational Information.	McGraw Hill Book Co., New York.	34 75
8. Occupations and Careers.	do.	31 00
9. Agricultural Edu- cation in India.	Indian Council of Agricultural Research, New Delhi.	8 00
10. The Medical Colleges and Institutions in India.	Directorate of Health Services, New Delhi.	Supplied free

## APPENDIX III

### GUIDANCE JOURNALS AND NEWSLETTERS

<i>Name of the Journal</i>	<i>Address</i>
1. Journal of Vocational and Educational Guidance* (quarterly).	Dr. Miss S. Dutt, Secretary, All-India Educational and Vocational Guidance Association, c/o Central Institute of Education, 33, Chhatra Marg, Delhi-6.
2. Vocational Guidance Newsletter (bi-monthly). (non-priced)	Institute of Vocational Guidance, Government of Maharashtra, 3 Cruickshank Road, Bombay-1.
3. Guidance News. (non-priced)	Central Bureau of Educational and Vocational Guidance, 33, Chhatra Marg, Delhi-6.
4. Guidance Bulletin (non-priced) (Quarterly).	Educational and Vocational Guidance Bureau Prantiya Shikshan Mahavidyalaya, Jabalpur.
5. Guidance Forum (non-priced) (quarterly).	Bureau of Educational and Vocational Guidance, Government of Andhra Pradesh, Hyderabad.
6. Guidance Newsletter (non-priced) (bi-monthly).	Bureau of Educational and Vocational Guidance of Department of Public Instruction, 27, V Block, Kumara Park, West Extension, Bangalore-20.
7. Guidance Information (non-priced) (bi-monthly).	State Bureau of Educational and Vocational Guidance. Radhanath Training College, Cuttack-2.

\*Subscription : Rs. 6 per annum. Membership of the Association.  
 Individual—Rs. 6 } includes subscription to the Journal.  
 Institutional—Rs. 15 }



## APPENDIX IV

### GUIDANCE FILMS AND FILMSTRIPS

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*Sources from which Guidance Films and Filmstrips may be obtained on Loan*

1. Audio-Visual Sections of the State Departments of Education.
2. British Information Services (contact the nearest office).
3. Burmah-Shell (contact the nearest representative).
4. Central Film Library, National Institute of Audio-Visual Education, Indraprastha Estate, New Delhi.
5. Central Bureau of Educational and Vocational Guidance, Delhi.
6. Directorates of Information and Publicity of the State Governments.
7. Films Division, Government of India, 26, Pedder Road, Bombay.
8. State Guidance Bureaux.
9. The British Council (contact the nearest office).
10. United States Information Library (contact the nearest office).

*Filmstrips available on loan from the Central Bureau of Educational & Vocational Guidance, 33, Chhatra Marg, Delhi-5.*

1. Choosing your Occupation.
2. Occupational Opportunities in the Fields of Agriculture, Forestry and Fisheries.
3. Occupational Opportunities in the Field of Educational and Social Sciences.
4. Occupational Opportunities in the Field of Home Science and Fine Arts.

5. Occupational Opportunities in the Field of Health and Sanitation.
6. Occupational Opportunities in the Field of Mechanical and Industrial Trades and Engineering.

*Available for Sale*

1. Ama Ltd., Dr. Dadabhoy Naoroji Road, Bombay-1.
2. National Educational & Information Films Ltd., National House, Apollo Bunder, Bombay-1.

*Filmstrips available for Sale from Al Marvyn Studio, 79, Gogha Street, Fort, Bombay-1.\**

1. Choosing your career. Deals with factors to be taken into account while choosing a career.
2. Technical School—Part I and Part II. The filmstrips give an idea of what students learn in a technical school.
3. Catering. Provides an interesting study of the College of catering and Institutional Management. Depicts the different types of training given at the College.
4. Dentistry. The filmstrip provides a graphic study of dentistry as a career in all its aspects—sealing of teeth, treatment of gums, filling, crowning, extraction of bad teeth, oral surgery, etc.
5. Printing and Journalism. Tells of the work of reporters, editors, columnists, etc. and the jobs in the printing industry—hand-composing, lino-operating, binding, block-making, etc.

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\*Each filmstrip costs Rs. 10 ; a set of 20 strips costs Rs. 180.

Also available on loan from the Bureau of Educational and Vocational Guidance, 27, V. Block, Kumara Park, West Extension, Bangalore-20, to schools in Mysore State only.

6. **Physiotherapy.** Deals with the subject of physiotherapy. Shows physiotherapists treating physically handicapped patients with light, heat, water, electricity and massage.
7. **Occupational Therapy.** Filmed at the Occupational Therapy School, Bombay, it shows the occupational therapists engaged in the work of physical and mental rehabilitation by means of interesting arts and crafts.
8. **Transport Industry.** Taking mainly the BEST Bus Service, the film shows its various departments,—Executive, Operating, Engineering, Mechanical, Accounts, Stores, etc.—which offer employment.
9. **The Plastic Industry.** It is designed as an introduction to a comparatively new industry and shows the scope for employment on the chemical, engineering and sales promotion side.
10. **The Merchant Navy.** Shows in detail the training given on the Training Ship "Dufferin".
11. **Marine Engineering.** Illustrates the training of marine Engineers.
12. **Textile Technology.** It is designed as an introduction to textile technology. Shows trainees operating different kinds of looms and gives an idea of the various operations involved in the manufacture of cloth.
13. **Mechanical Engineering** Illustrates the training of mechanical engineers, with emphasis on the jobs a mechanical engineers will have to do.

14. Civil Engineering, Presents a survey of the various tasks a civil engineer has to perform—planning, designing, supervising, construction of roads, dams, bridges, etc.
15. Electrical Engineering. Highlights the work of an electrical engineer—generation and transmission of electrical energy.
16. Librarianship. Portrays the duties of a librarian in a large library.
17. Nursing. Shows the training of a nurse from probation to graduation.
18. A Research Institute  
—Part I and Part II. Shows the various research departments of Haffkine Institute—Vaccines, Anti-oxins, sera, pharmacology, etc. and the researchers at work.

GUIDANCE POSTERS AVAILABLE FROM THE  
CENTRAL BUREAU OF EDUCATIONAL AND  
VOCATIONAL GUIDANCE, 33, CHHATRA  
MARG, DELHI-6.

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1. Parent-Child Co-operation Guarantees Future Security.
2. Guidance Leads to Satisfying Productive Careers.
3. Brighter Future through Teacher Understanding.
4. Organised Recreation Clubs Provide Vocational Experience.
5. After Middle School, which Course ?
6. Occupational Opportunities for Students of Technology.
7. Occupational Opportunities for Students of Science (Medical Group).
8. Occupational Opportunities for Students of Commerce.
9. Occupational Opportunities for Students of Education and Social Science.
10. Occupational Opportunities for Students of Agriculture.
11. Occupational Opportunities for Students of Home Science and Fine Arts.



## APPENDIX VI

### AN OUTLINE FOR A CAREER TALK

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#### **I. Introduction**

1. A brief history of the occupation.
2. Its scope and importance in modern India.

#### **II. Nature of work and working conditions**

1. What is the general nature of the work involved ?
2. Is the work done mainly outdoor or indoors, or both ?
3. Is the place of work noisy, crowded, humid, dusty, etc ?
4. Is the work done mainly with others or alone ?
5. Is the work done on a shift system ?
6. Is the employment steady or seasonal ?
7. Is employment in this occupation found mainly in urban areas, rural areas, or both ?
8. What are the related occupations to which a worker may be transferred ? To what jobs may he be promoted ?
9. Does the job involve a high accident rate ?
10. What about diseases related to the occupation ?

#### **III. Recruitment for entry into the occupation**

1. What are the categories of personnel employed ?
2. What are the entry jobs ?
3. What is the level of education that is required for entry into the occupation ?
4. What school subjects or school activities would be useful for entry into this occupation ?



5. What institutions provide training facilities for entry into this occupation ?
6. What are the entrance qualifications for entry to the training course. What is the duration of the course cost of training etc.
7. What are the physical and personal qualifications required for entry into the occupation ?
8. Are any special abilities or interests required ?
9. Are there any age limits ?
10. Does one have to possess any special licence or membership in any organisation or pass any special examination for entry into the job ?
11. Does the occupation provide for apprenticeship or on-the-job training ?

#### **IV. Method of Recruitment**

1. Is the job secured through an employment exchange ?
2. By answering a "wanted advertisement" in the newspapers ?
3. By direct application ?
4. Through the Public Service Commission ?
5. Is recruitment made periodically ?
6. Are any vacancies reserved for scheduled castes/tribes, backward classes etc ?

#### **V. Wages and other benefits**

1. What is the starting salary and allowances ?
2. What are the avenues of promotion ?
3. Is promotion based on seniority only ?
4. Is outstanding work recognised ?
5. Is any bonus offered ?
6. What is the leave or vacation to which the employee is entitled ?
7. Does the job provide for benefits like employment insurance, provident fund, gratuity, pension, free medical aid, free quarters, free education for children, etc.

8. Is adequate compensation paid for accidents ?
9. Is it possible to take further training while on the job and rise in the occupation ?

#### **VI. Employment outlook**

1. What is the immediate employment outlook (local and national) ?
2. Are the employment opportunities in the next few years likely to increase or decrease ?

#### **VII. Employer-employee relationship**

1. Is the relationship between the employer and employees cordial ?
2. Have there been strikes in recent years in the industry ?
3. Have the employees benefitted or suffered as a result of the strike ?
4. What are the trade unions to which employees in this industry are usually affiliated ?

